

1. Interview a local primary-grade teacher to determine what assessment strategies he uses, or, if you are already teaching, interview a teacher from another school. What and how does the teacher assess? How does the teacher balance formal and informal assessments? Discuss your findings with others in your class to see if similarities, differences, and/or conclusions can be drawn.

2. It is no longer enough to simply give children the opportunity to learn; newspapers and current education journals say that schools must now provide proof that learning has actually taken place. Discuss this pervasive feeling in terms of its implications for literacy assessment.

3. Imagine that at a parent–teacher meeting, a parent confronts you about your assessment program, complaining that you spend too much time assessing and too little time teaching, considering the brief school day. Role-play the confrontation, defending your position.

4. The SBAC and PARCC have developed assessments aligned to the CCSS. If your state has adopted the standards and uses one of the assessments, how have the schools/districts in your area prepared teachers and students for the assessment?